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**Higher Education Close Up 5**  
**Lancaster University, Conference Centre**  
**20<sup>th</sup> – 22<sup>nd</sup> July, 2010**  
**CONFERENCE PROGRAMME**

<b>Tuesday 20<sup>th</sup> July, 2010</b>		
<b>10.00</b>		Guided Walk of Lancaster Meet outside Barclays Bank, Alexander Square at 10.00am.
<b>12.30</b>	Foyer	Conference Registration begins
<b>13.00</b>	Room 2	Buffet Lunch
<b>14.00</b>	Room 1	Welcome
<b>14.15 – 15.30</b>	Room 1	Keynote Speaker – Suellen Shay
<b>15.30 – 16.00</b>	Foyer	Refreshments
<b>16.00 – 17.30</b>		<b>Parallel Session 1</b>
1	Room 3	<b>Changing academic identities in changing academic workplaces: what we can learn from academics' everyday professional writing practices</b> <i>Mary R Lea, Open University &amp; Barry Stierer University of Westminster</i>
2		<b>Learning to assess in higher education: a collaborative exploration of the interplay of 'formal' and 'informal' learning in the academic workplace</b> <i>Nicola Reimann<sup>1</sup>, Kerry Harman<sup>2</sup>, Angelina Wilson<sup>1</sup>, Liz McDowell<sup>1</sup>, Northumbria University<sup>1</sup> &amp; Middlesex University<sup>2</sup></i>
3		<b>Decent data in need of good theory: the multifaceted nature of probationary lecturers' experiences</b> <i>Jan Smith, University of Strathclyde</i>
4	Room 4	<b>Lighting Fires from Fires: A description of and reflection on the theory, methodology and observations of the research project entitled "Kindling Fires".</b> <i>Leigh Kilpert, University of Cape Town / King Abdullah University of Science and Technology</i>
5		<b>The 'Wicked' Problem of Quality in Higher Education: Macro, Meso and Micro Perspectives</b> <i>Kerri-Lee Krause, Griffith University</i>
6		<b>Textual, multimodal, posthuman? Higher education as meaning-making practice in a 'digital age'</b> <i>Lesley Gourlay, Coventry University</i>
7	Room 5	<b>The South African doctorate - Jack of all trades</b> <i>Dr Chaya Herman</i> <i>Department of Education Management and Policy Studies, University of Pretoria</i>
8		<b>Study support in higher education: the bifurcation of teaching and learning?</b> <i>Fiona Hallett, Edge Hill University</i>
9		<b>Researching educational trajectories of doctoral students</b> <i>Dr Paul Garland, Dr Irene Garland, Sheffield Hallam University</i>

Symposium 1	Room 6	<b>Higher Education Studies as a field: are we there yet? As professionals or as a distinct field of study.</b> Sandy Cope <sup>(1)</sup> , Karin Crawford <sup>(2)</sup> , Andrew Rothwell <sup>(3)</sup> , Sarah Rawlinson <sup>(1)</sup> <sup>(1)</sup> University of Derby, <sup>(2)</sup> University of Lincoln <sup>(3)</sup> De Montfort University
19.00	Dinner – Brandrigg Room, Barker House Farm	
21.00	International Quiz – Brandrigg Room, Barker House Farm	

*Note: Although all papers are listed for Symposium sessions – we can't guarantee the symposium will run in this order – the format and order will be made by the Symposium Convenor.*

<b>Wednesday 21<sup>st</sup> July, 2010</b>		
<b>09.30 – 10.45</b>	Room 1	Keynote Speaker – Martyn Hammersley
<b>10.45 – 11.15</b>	Foyer	Refreshments
<b>11.15 – 12.45</b>	<b>Parallel Session 2</b>	
10	Room 3	<b>On the problem of theorising</b> <i>Sue Clegg, Leeds Metropolitan University</i>
11		<b>Building theory from cases: Some reflections on practice and experience</b> <i>Anne-Marie De Jonghe and John Taylor, University of Southampton</i>
12		<b>Theory and method, case studies and comparisons, the personal, political and professional in a lecturer's career</b> <i>Henry Miller, Aston University</i>
13	Room 4	<b>Virtuous mess and wicked clarity: struggle in higher education research</b> <i>Jan McArthur, University of Edinburgh</i>
14		<b>Comparing pedagogical arrangements for Sociology in universities of different status: A Bernsteinian analysis</b> <i>Monica McLean, University of Nottingham , Andrea Abbas, Teeside University, Paul Ashwin, Lancaster University, Ourania Filippakou, University of Nottingham</i>
15		<b>Conceptualising the first year student experience: the dominance of the 'transitions' metaphor</b> <i>Paul Ashwin, Lancaster University</i>
16	Room 5	<b>Student academic literacy practices in a South African vocational web design and development course: What extending the methodological lens might reveal</b> <i>Lynn Coleman, The Open University, UK</i>
17		<b>Using Systems Thinking to Develop Theory from Practice in Education</b> <i>Corrinne Shaw &amp; Kalpana Nathoo, University of Cape Town</i>
18		<b>Staff, Standards and Situation Using situational analysis as method of inquiry on tutor experiences of assessment standards in higher education</b> <i>Birgit den Outer and Karen Handley, Oxford Brookes University</i>
19	Room 6	<b>The methodological challenge: To cover a field of practice by mapping the field from macro to mezo to micro levels</b> <i>Karen Borgnakke, University of Copenhagen</i>
20		<b>Raising the esteem of educational research and practice knowledge in a Russell Group University</b> <i>Sue Robson, Kate Wall &amp; Rachel Lofthouse, Newcastle University</i>
21		<b>Adapting Social Practice Theories for use in evaluating cultural change</b> <i>Neil Lent, Lancaster University</i>
<b>12.45 – 13.45</b>	Room 2	Buffet Lunch
<b>13.45 – 15.00</b>	Room 1	Keynote Speaker – Louise Morley

<b>15.00 – 15.30</b>	Foyer	<b>Refreshments</b>
<b>15.30 – 17.00</b>		<b>Parallel Session 3</b>
22	Room 3	<b>Pedagogy, hedagogy, redagogy: legitimizing researcher education</b> <i>Ian Green, Cally Guerin, University of Adelaide</i>
23		<b>The challenge of researching absences: bridging the theory-practice divide in research on the formation of academics</b> <i>Angela Brew, David Boud, Macquarie University, University of Technology Sydney</i>
24		<b>Academics' silence: Quiescence, acquiescence and conspiracy as responses to quality reforms</b> <i>Raoudha Ben Othman, University of Tunis</i>
25	Room 4	<b>Teaching and learning at South African Universities: A critical realist analysis</b> <i>Chrissie Boughey, Rhodes University</i>
26		<b>When 'non-traditional' is the norm: a new set of challenges</b> <i>Charlotte Barrow, University of Central Lancashire &amp; University of Lancaster</i>
27		<b>Towards a clearer understanding of disadvantage in higher education: Problematising deficit thinking</b> <i>Reneé Smit, University of Capetown</i>
28	Room 5	<b>Student voice as a methodological issue in ethnographic academic literacies research</b> <i>Moragh Paxton, University of Cape Town</i>
29		<b>The Biographical Illumination: The Relationship Between the Habitus and Biography</b> <i>Ciaran Thomas Burke, Queen's University Belfast</i>
30		<b>Utilising (re)action research to improve student confidence and achievement</b> <i>Amanda Chapman, Nicky Meer, University of Cumbria</i>
31	Room 6	<b>Distancing to Self-Protect: the Perpetuation of Inequality in Higher Education through Socio-Relational Disengagement</b> <i>Dr. Elaine Keane, National University of Ireland</i>
32		<b>Researching race and academic practice in South Africa</b> <i>Jeff Jawitz, University of Capetown</i>
33		<b>May the Subaltern Speak? Researching the Invisible "Other" in Higher Education</b> <i>Vicki Trowler, Lancaster University</i>
19.30	Cartmel Bar – Barker House Farm – Drinks Reception	
20.00	Brandrigg Room – Barker House Farm – Conference Dinner	

Thursday 22nd July, 2010		
09.30 – 10.45	Room 1	Keynote Speaker – Paul Trowler
10.45 – 11.15	Foyer	Refreshments
11.15 – 12.45	<b>Parallel Session 4</b>	
Symposium 2	Room 1	<p><b>Emergent practices in teaching and learning in the UK: street level policy enactment</b> <i>Murray Saunders, Lancaster University</i></p> <p><b>Enacting 'excellent practice': mechanisms for change in the Centre for Creative Learning in Practice</b> <i>Alison Shreeve, Bucks New University</i></p> <p><b>Growing 'excellence': establishing and evolving 'networks' as a mechanism for change</b> <i>Michelle Verity, York St John University</i></p> <p><b>Enhancement through collegiality: variations in stakeholder experience of the Quality Enhancement Framework in Scottish Universities</b> <i>Neil Lent, Lancaster University</i></p>
34	Room 3	<b>Using theory to critique practice: An interrogation of new curriculum proposals in engineering education</b> <i>Jennifer Margaret Case, University of Cape Town</i>
35		<b>Working with theory to explore student experiences in a Croatian higher education setting</b> <i>Karin Doolan, Institute for Social Research in Zagreb</i>
36		<b>Informal Mentoring within the Doctoral Student Process: A Situated Learning Perspective</b> <i>Maria Hadjielia Drotarova, Lancaster University</i>
37	Room 4	<b>A Meta-Analysis of a Review of an Academic Development Programme using a Social Realist Approach</b> <i>Kathy Lockett, University of Capetown</i>
38		<b>Conditions for learning in the institutionalised life course: An inquiry into the discursive practices of communities of students-as-learners</b> <i>Bjørn Friis Johannsen, University of Copenhagen</i>
39		<b>"Use what seems best": theorising the assessment of trainee teachers</b> <i>Jonathan Tummons, Teesside University</i>
40	Room 5	<b>An in-depth sociological analysis of foundation programmes in South African higher education</b> <i>Bruce Kloot, University of Cape Town</i>
41		<b>Constructing Students: Consumers or Participants?</b> <i>Joanna Williams, University of Kent</i>
42	Room 6	<b>From 'wickedity' to tameness; reflections on the application of critical realism to researching higher education</b> <i>Dr Karin Crawford, University of Lincoln &amp; Dr Jennifer Wright Cape Peninsula University of Technology, South Africa</i>

43		<b>Policy reception among academic staff: A case study of an internationalisation policy in a social science faculty</b> <i>Jie Liu, Manchester Metropolitan University</i>
44		<b>The road to an appropriate theory: am I there yet?</b> <i>Linda Kotta, University of Cape Town</i>
<b>12.45 – 13.45</b>	Room 2	Buffet Lunch

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